



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1122 E Liberty Lane, Phoenix, AZ 85048

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Excelling  
2002-03 Excelling  
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Elizabeth A. Northup  
Schedule : 7:15 AM to 3:45 PM  
Grades : K-5  
2004 Enrollment : 681  
Web Address : [www.kyrene.org](http://www.kyrene.org)  
Phone Number : (480) 783-1100  
Fax Number : (480) 460-1203  
E-mail : [bnorth@kyrene.org](mailto:bnorth@kyrene.org)

### Mission

Located in Ahwatukee Foothills, Phoenix, AZ, we opened 8/92 and serve 681 students. Our mission is to foster/facilitate an environment where every child is respected and valued, quality and excellence are pursued and learning is a lifelong journey.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Sierra teachers will work collaboratively to track progress with regard to students becoming proficient in the area of math. We will continue to track the progress of students in the area of reading to measure growth.
- ü Sierra teachers will work collaboratively to continue to learn strategies to challenge and support each student through differentiated content, products and instruction.
- ü Sierra teachers and staff will work collaboratively to track progress in reading fluency for all students K-5. Strategies and support will be targeted for our at-risk students to assist in their growth.

### Enrollment

October 1, 2003 School Year Student Enrollment : 671  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 87

## Instructional Programs

- Ü On-site Special Education
- Ü All Day Kindergarten
- Ü Gifted Resource Classes
- Ü Remedial Program K-3
- Ü Technology Based Learning
- Ü Art, Music, PE
- Ü Academic Intervention
- Ü Literacy Specialist

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

Our staff recognizes parents as partners and works to meet the students' individual needs. We provide a learning experience that promotes excellence & high academic standards for students. Teachers provide timely communication about student progress.

### Parents

Opportunities to recognize & celebrate learning; communicate with teachers; support learning through homework; monitor progress; work as volunteer to improve school; serve on committees so community is represented in policy & program implementation.

## Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Technology Teacher of the Year for Arizona	2000
Ü 3rd Grade Student, AZ Dept. of Education Essay Winner	2001
Ü 4th Gr Student National Winner Poetry Contest	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	2007	75509	99	98	100	556	550	521	4	5	13	8	14	23	32	31	33	57	50	31
All Students (Prior Year)	105	1945	75372	99	98	100	554	545	523	0	3	9	10	15	25	44	37	36	46	45	30
Female	67	980	37013	99	98	100	553	552	522	3	4	12	9	14	24	33	31	33	55	51	31
Male	75	1027	38430	99	98	99	559	548	521	4	5	14	7	15	22	31	31	33	59	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	15	288	30486	94	97	99	538	532	505	13	8	18	7	21	29	20	30	32	60	41	21
Asian/Pacific Islander	10	170	1780	100	98	98	563	573	549	0	1	5	10	9	13	10	27	33	80	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	111	1375	35192	99	98	99	559	555	534	3	3	8	7	12	19	34	32	35	56	52	39
Students with Disabilities	NC	193	9708	NC	99	100	NC	497	489	NC	24	32	NC	33	27	NC	23	24	NC	20	17
Students without Disabilities	136	1814	65801	99	98	98	561	554	525	1	3	11	7	13	23	32	32	34	60	52	33
Limited English Proficient Students	--	41	16928	--	100	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	256	36411				NC	516	503	NC	10	19	NC	25	29	NC	36	32	NC	28	20
Non-Economically Disadvantaged	137	1751	39040				558	554	534	3	4	8	7	13	19	31	31	34	58	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2005	75492	98	98	100	537	533	519	4	5	12	6	10	16	47	49	47	43	36	24
All Students (Prior Year)	104	1951	75221	98	99	100	542	536	523	3	2	8	4	9	16	60	59	56	33	29	21
Female	66	979	37014	97	98	100	537	536	523	5	4	10	6	8	15	47	48	48	42	40	27
Male	75	1026	38400	99	98	99	538	530	516	4	6	14	7	12	17	47	50	47	43	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	15	291	30438	94	98	99	531	523	508	0	6	17	13	14	21	53	55	47	33	25	15
Asian/Pacific Islander	10	167	1773	100	96	98	534	546	534	0	2	4	20	6	10	40	38	50	40	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	110	1374	35177	98	98	99	539	536	528	5	4	8	5	8	13	46	49	49	45	38	31
Students with Disabilities	NC	194	9707	NC	100	100	NC	501	495	NC	26	33	NC	21	21	NC	36	33	NC	17	13
Students without Disabilities	135	1811	65785	99	98	98	541	536	522	1	3	10	5	9	16	49	50	49	44	38	26
Limited English Proficient Students	--	40	16905	--	100	100	--	NA	489	--	NA	34	--	NA	28	--	NA	32	--	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	258	36302				NC	515	507	NC	12	18	NC	16	21	NC	54	46	NC	18	14
Non-Economically Disadvantaged	136	1747	39164				538	536	528	4	4	8	6	9	13	47	48	48	43	39	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1993	75053	97	98	99	665	650	597	1	4	7	5	7	12	75	71	72	19	18	9
All Students (Prior Year)	102	1913	73654	96	97	99	554	544	530	4	4	9	7	9	13	77	76	70	12	11	7
Female	65	973	36872	96	97	99	684	682	621	2	3	5	3	3	9	74	70	74	22	24	12
Male	74	1020	38109	97	98	99	649	618	573	1	6	10	7	10	14	76	72	69	16	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	14	284	30235	88	95	98	673	634	575	7	5	9	7	8	14	71	75	70	14	13	6
Asian/Pacific Islander	10	166	1768	100	95	98	645	711	651	0	3	3	0	3	5	70	57	72	30	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	109	1373	35028	97	98	99	667	651	613	1	4	6	6	6	10	74	72	73	19	18	11
Students with Disabilities	NC	192	9625	NC	99	100	NC	531	530	NC	19	21	NC	20	21	NC	58	55	NC	2	4
Students without Disabilities	134	1801	65428	98	97	98	671	659	604	0	3	6	5	6	11	75	72	73	19	19	10
Limited English Proficient Students	--	39	16765	--	98	100	--	NA	525	--	NA	17	--	NA	20	--	NA	60	--	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	257	36077				NC	597	566	NC	10	10	NC	13	16	NC	71	69	NC	7	5
Non-Economically Disadvantaged	134	1736	38950				670	657	618	1	4	5	4	6	9	76	71	73	19	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2065	76019	99	98	100	532	534	499	2	4	14	23	25	39	16	13	14	59	58	33
All Students (Prior Year)	109	2076	76230	99	97	100	537	528	498	0	3	12	15	25	38	16	13	12	68	60	37
Female	55	989	37207	98	98	100	535	534	499	0	2	12	20	25	41	20	14	14	60	58	33
Male	65	1073	38677	100	98	100	530	535	498	3	5	15	26	25	38	12	12	13	58	59	34
African American	NC	145	3817	NC	97	100	NC	496	475	NC	11	23	NC	43	47	NC	14	11	NC	32	18
Hispanic	11	294	29458	100	97	100	486	513	480	9	5	20	55	39	48	27	14	12	9	42	20
Asian/Pacific Islander	10	156	1673	100	98	99	556	563	531	0	1	4	20	14	29	20	10	14	60	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	94	1403	35880	100	97	100	533	541	515	1	3	7	20	21	32	14	13	16	65	63	45
Students with Disabilities	NC	185	9786	NC	99	100	NC	471	457	NC	25	39	NC	52	40	NC	7	7	NC	16	13
Students without Disabilities	113	1880	66233	99	98	99	536	539	503	1	2	11	21	23	39	15	13	14	63	61	35
Limited English Proficient Students	--	44	15206	--	100	100	--	471	459	--	22	31	--	56	53	--	0	7	--	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	278	35714				NC	497	480	NC	8	20	NC	48	47	NC	15	12	NC	29	20
Non-Economically Disadvantaged	117	1787	40266				533	540	513	2	3	9	22	22	33	16	12	15	60	62	43

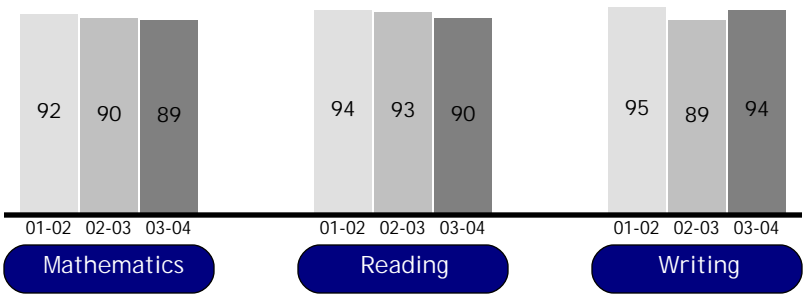
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2069	76020	99	98	100	518	516	503	9	10	25	8	18	23	53	51	40	30	21	12
All Students (Prior Year)	109	2074	76202	99	97	100	520	519	505	2	6	19	13	16	24	59	56	46	26	23	11
Female	56	992	37213	100	98	100	525	519	504	5	9	22	5	18	23	55	51	42	34	22	13
Male	64	1074	38666	98	98	100	512	513	501	13	12	29	9	18	22	52	50	38	27	20	12
African American	NC	146	3819	NC	97	100	NC	501	494	NC	23	37	NC	26	26	NC	46	31	NC	6	6
Hispanic	11	294	29442	100	97	99	502	506	494	27	17	37	9	27	26	45	42	31	18	13	6
Asian/Pacific Islander	10	157	1672	100	98	99	540	530	513	0	8	12	20	11	19	10	48	49	70	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	93	1405	35890	99	97	100	517	518	511	8	7	15	6	16	20	60	53	48	26	23	18
Students with Disabilities	NC	185	9784	NC	99	100	NC	488	485	NC	48	58	NC	22	19	NC	27	19	NC	2	4
Students without Disabilities	113	1884	66236	99	98	99	520	518	504	7	8	23	7	18	23	54	52	42	32	22	13
Limited English Proficient Students	--	44	15198	--	100	100	--	480	483	--	80	59	--	10	25	--	10	14	--	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	278	35703				NC	499	494	NC	23	37	NC	28	26	NC	41	31	NC	7	6
Non-Economically Disadvantaged	117	1791	40274				518	518	509	9	9	17	8	16	20	53	52	47	30	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2061	75673	99	98	100	589	581	530	4	5	12	17	16	25	70	69	58	9	10	4
All Students (Prior Year)	105	2048	74692	95	96	99	538	528	502	2	6	18	15	19	27	69	60	47	15	15	8
Female	56	990	37099	100	98	100	618	603	548	2	2	8	5	11	22	82	74	64	11	13	6
Male	64	1069	38441	98	97	99	564	561	513	6	6	16	27	21	29	59	66	52	8	7	3
African American	NC	144	3791	NC	96	99	NC	544	506	NC	14	18	NC	20	29	NC	60	50	NC	5	3
Hispanic	11	293	29305	100	96	99	556	561	507	9	4	16	27	20	31	55	70	51	9	6	2
Asian/Pacific Islander	10	155	1665	100	97	99	646	622	573	0	3	6	10	8	16	70	69	67	20	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	94	1403	35760	100	97	99	587	586	550	3	3	9	17	15	21	72	71	64	7	10	6
Students with Disabilities	NC	185	9706	NC	99	100	NC	486	462	NC	24	36	NC	31	32	NC	44	31	NC	2	1
Students without Disabilities	113	1876	65967	99	98	99	595	588	536	4	3	10	15	15	25	71	71	60	10	11	5
Limited English Proficient Students	--	43	15115	--	98	100	--	478	471	--	22	26	--	33	38	--	44	35	--	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	277	35541				NC	531	504	NC	12	17	NC	24	31	NC	60	50	NC	4	2
Non-Economically Disadvantaged	117	1784	40091				590	588	550	4	4	9	17	15	21	69	71	64	9	11	6

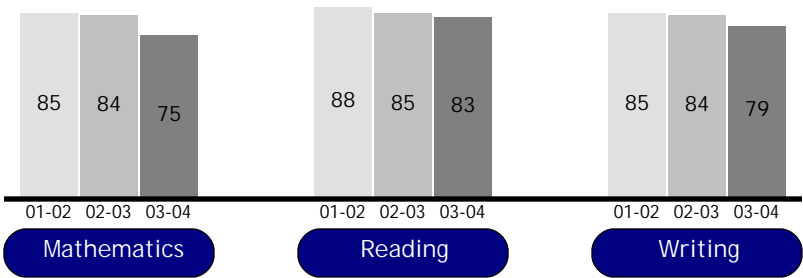
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	72	58	44	96	76	67	50	95	73	NA	58
	Language	99	72	56	39	95	78	60	43	98	72	60	50
	Mathematics	99	79	68	52	95	87	75	57	98	82	76	64
3	Reading	99	72	64	43	95	78	70	47	100	75	NA	55
	Language	99	79	70	50	100	78	72	54	100	79	72	61
	Mathematics	99	85	71	50	99	85	76	54	100	84	78	61
4	Reading	98	76	69	47	97	79	73	52	98	82	NA	56
	Language	98	68	63	45	99	69	65	48	99	74	66	52
	Mathematics	98	79	74	52	97	84	77	57	100	88	78	61
5	Reading	98	78	67	46	95	77	71	50	97	76	NA	55
	Language	98	69	61	43	97	70	65	46	97	65	65	49
	Mathematics	98	87	78	54	98	87	82	57	97	84	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

## Council Duties

- Ü School Continuous Improvement Plan
- Ü Assist with Assessment Interpretation
- Ü School Safety
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Community Service/PTO

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	40.00
Other Professional Staff	1.00	Teacher Aide	15.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	5	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	6	0	0
10 or more years	2	18	0	0

## Highly Qualified (NCLB) &amp; Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	25
Core academic classes taught by Highly Qualified (NCLB) teachers.	79
Teachers with Emergency Certificaton.	1

## Resources Available at School Site

## Special Facilities

- Ü Computer Labs/Technology Classroom
- Ü Media Center/Library

## Extracurricular Activities

- Ü Student Council
- Ü Musical Programs
- Ü Art Masterpiece Program
- Ü Academic Assistance Programs
- Ü After School Enrichment Classes
- Ü After School Childcare
- Ü Before School Childcare

## Social Services

- Ü After School Program
- Ü Lunch Program
- Ü YMCA - Sierra Suns Club
- Ü Recreational Activities
- Ü Health Services
- Ü Access to District Family Resource Cente



## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü Our 1st grade team of five teachers piloted a new technology integration project whereby a multitude of technology tools were infused in the classroom.
- ü Sierra continues to be one of the top schools in our district in the areas of reading and math. Our district, state, and national scores indicate our academic success.
- ü Our school improvement plan focused on increasing overall achievement in the areas of math, reading, and writing. Each grade level met its individual goals.
- ü School rules focus around the 6 Pillars of Character. We have been awarded 2 grants that will support character development for all students. The grants will be funded through AZ K-12 Center & Title IV funding.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	67	65
Grades 3-4	84	83
Grades 4-5	60	77

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

A Safety Committee implemented an emergency plan detailing steps to be taken in the event of an emergency situation. Sierra also utilizes the Character Counts Program to assist students in learning the basic principles of character development. The US Dept. of Education awarded our district a 3 year grant; Safe School/Healthy Students Initiative. Services include class presentations, focus groups and teacher training.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Elizabeth A. Northup	(602) 783-1100
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Lili Chong	(480) 783-1196
Parent Organization	Debbie Fedasiuk	(480) 460-5342
Student Health/Nurse	Melissa Dardis	(480) 783-1136

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.